$$\left(\begin{array}{l}\text{May to July, 1930,}\\\text{September to December, 1930, overseas.}\end{array}\right)$$

Parents' National Educational Union.

The Parents' Union School.

(*Address :* The Director, Parents' Union School, Ambleside.)

Motto : "*I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and good literature."—(Dean Colet.)

FORM II (A and B).

Pupils' Names...

....

Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable parts from *Joshua*, chapters 1-7, 9, 10, 14, 15, 19-21, inclusive. Teacher study Dr. Paterson Smyth's *Joshua and Judges* (Sampson Low, 2/6), lessons i.-viii., inclusive, to bring the passage home to the children, adding comments if necessary.

II. *St. Luke's Gospel*, chapters 17-24, inclusive.

Optional: *The Children's Year* (Church Seasons), by the Rev. G. A. Oakley (S.P.C.K., 2/6). S.P.C.K. *Bible Atlas* (1/-).

The following books will be found useful for teacher's own study : (*a*) *Fact and Faith in the Bible*, by Rev. W. R. Williams, M.A. (S.P.C.K., 3/6. Ready in April). (*b*) *The Accuracy of the Old Testament*, by J. G. Garrow Duncan, B.D. (S.P.C.K., 6/-. Ready in April). (*c*) *Everyday Life in the Holy Land*, by J. Neil (S.P.C.K., 10/6). (*d*) Peloubet's *Bible Dictionary* (R.T.S., 10/6). (*e*) *Helps to the Study of the Bible* (Oxford Press, 3/6).

Sunday Reading (optional) :

A & B *The Seven Champions of Christendom*, by Richard Johnson (Blackie, 2/-), pp. 1-125. *The Book of Other Lands*, by D. M. Stuart (Harrap, 7/6), pp. 11-76. *The Romance of Excavation*, by David Masters (Bodley Head, 3/6), pp. 1-90.

† The 117th term of work set since the Parents' Union School began.

Sunday occupations:

A   *The Book of Centuries*, see under General History.
Choose and inscribe mottoes and texts, using Bridges,
cards 1, 2, 3.
For private daily Bible reading children may use *Daily
Readings from the Old Testament*, by H. Franklin and
L. Montagu (Williams & Norgate, 2/6), or, *Lectiones*
(Spottiswoode, 1d., 1930). For hymns: *The Church
and School Hymnal* (S.P.C.K., 1/6, or with music, 3/6).
Daily Prayers for Schools: Jubilate Deo, by L. **James**
(Oxford Press, 1/-). *Two Minute Bible Readings; for
use in Opening School* (S.C.M., 3/-).

Writing.

A & B   *A New Handwriting** (is not script; very important),
by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher
to study instructions (6d.): choose letter forms card 3.
Transcribe, with card 7 as model, some of your favourite
passages from Shakespeare's *Julius Caesar*, or from
Poetry Books set. Two perfectly written lines every day.

Dictation.

A & B   Two pages at a time to be prepared carefully; words
not known to be visualised (see *Home Education*, pp.
240-243); then a paragraph from one of these pages to be
written from dictation, or, occasionally, from memory.
Use the books set for reading and history.

Composition (also written or oral narration daily after each lesson, see leaflet H).

A   (a) Stories, (b) verses, in the metres of poems read, from
work set in History and Reading.
B   Stories from the term's reading. Children in B who
cannot write easily may narrate part.

Children are advised to join the P.U.S. Portfolio of Story
and Verse (Miss W. Read, c/o P.N.E.U. Office).

English Grammar (see N.B. 4.)

Point out Subjects, Verbs, Objects, every week; simple
parsing; make progress each term.
A   *A New Junior English Grammar,** by R. B. Morgan
(Murray, 2/-), pp. 139-158, [with additional exercises from
*Exercises in English Grammar,** by R. B. Morgan
(Murray, 1/9)]. Or, *The Parts of Speech and Their
Uses*, by H. W. Household (Macmillan, 1/9), pp. 40-61.
B   *First Grammar Lessons,** by C. M. Mason (Dent, 1/6), Part
IV., Lessons 6-15, inclusive.

English History.

A   *A History of England,** by Cyril E. Robinson, Vol. I.
(Methuen, 3/6), pp. 69-132 (1066-1199); or, *A History
of England,** by H. O. Arnold-Forster (Cassell, 8/6),
pp. 65-131; chapters 7-17 inclusive (901-1154).

B   Marten and Carter's *Elementary Histories*, Vol. II.: *The
Middle Ages** (Blackwell, 2/6), pp. 1-66 (1066-1154).
A & B   Teacher will find useful Quennell's *Everyday Life in
Anglo-Saxon, Viking and Norman Times* (Batsford,
5/-). Make summaries of events and dates, and, in
II.A, a History chart of the 12th Century (see *P.R.*
reprint, 3d.).
Take the *Home and Classroom* section of *The Times*:
order direct from *The Times* Office (6/- a year).

General History.

A & B   *A First History of France,** by L. Creighton (Long-
mans, 5/-), pp. 30-46 (987-1180).
A   *Man Before History*, by Mary Boyle (Harrap, 2/-), pp.
53-90.
A   Keep a Book of Centuries (P.N.E.U. Office, 1/9, or, better,
2/6: see illustrated leaflet, by Miss Bernau, 6d.),
putting in illustrations from all the history studied
during the term (Bible, English, French, General).
Visit museums: for reference, *Babylonia and Assyria,**
by D. A. Mackenzie (Blackie, 1/3), pp. 1-40, and British
Museum Postcards, Set 38 (1/-).

Citizenship.

A   Suitable stories from North's *Plutarch's Lives: Julius
Caesar** (Blackie, 10d.). *The Citizen Reader,** by H. O.
Arnold-Forster (Cassell, 2/6), 1926 edition, chapters
8-10 inclusive.
B   *Stories from the History of Rome,** by Mrs. Beesly (Mac-
millan, 2/6), pp. 130-189. [See books under Reading
for 9-50 — 10-20 on Friday.]

Geography.

"Ambleside" map questions to be answered from map
before each lesson: then reading and narration;
memory sketch maps. All Geography to be studied with
atlas. Philips' *Modern School Atlas of Physical,
Political and Commercial Geography** (7/6): ten
minutes' exercise on map of the world every week;
know something about foreign places noticed in the
current newspapers (see under History).
A & B   *The Counties of England. Ambleside Geography* Book
III.** (Kegan Paul, 4/-), pp. 123-156, with Philips' supple-
mentary maps: Warwickshire, Leicestershire, Hertford-
shire and Bedfordshire (4d. each), or, overseas, *Asia*,
by N. B. Allen (Ginn, 4/6), pp. 1-73.
*Round the Empire,** by Sir George Parkin (Cassell,
2/6), pp. 97-122, with careful map study.
A   Hakluyt's *English Voyages** (Horace Marshall, 3/-), pp.
233-271, or, *Our Sea Power,** by H. W. Household
(Macmillan, 2/-), pp. 74-101.

Natural History,[1] etc.

A   *Life and Her Children** (last edition), by Arabella Buckley
    (Macmillan, 6/-), pp. 233-268.

B   Kingsley's *Madam How and Lady Why** (Dent, 2/-),
    chapters 9 and 10 (or take A work).

A & B *The Sciences,** by E. S. Holden (Ginn & Co., 3/9,
    revised edition), pp. 1-34. *Easy Experiments in
    Science*, by H. McKay (Oxford Press, 1/6), may be used.
    Or, (2nd year in II.A only), *The Chemical History of
    a Candle,** by Michael Faraday (Dent, 1/-), pp. 104-148.

Children should make experiments where possible.

Keep a Nature Note-book* (P.N.E.U. Office, 5d.; see
Home Education, pp. 54, 55). Make special out-door
studies according to the season and climate, with draw-
ings and notes, *e.g.*, things seen and heard following the
course of a stream. *Countryside Rambles*, by W. S.
Furneaux (Philips, 2/6), may be used.

Picture Study.

A & B Reproductions* of six pictures by Mantegna (P.N.E.U.
    Office, 2/-). See notes *for teachers' use only* in the
    April *Parents' Review*, also *Home Education*, pp. 307-
    311.

French [2] (see N.B. 4).

A & B *Le Français par les Images** (Dent, 1/4), Lessons 1-7,
    with exercises p. 75,
    or, (more advanced) *French for Young Beginners,** by
    Marc Ceppi (Bell, 2/-), lessons 1-8, with pp. 113-116
    (Nos. i.-viii.). *La Petite Charité* (Blackie, 6d.), for
    narration.
    *Recueil de Poèmes,** Vol. I., by J. Molmy (Blackie, 6d.).
    N.B.—Teachers will find the following series useful for
    accent and rhythm : *Nos Amis Français* (Gregg Pub-
    lishing Co., 2/6 or 3/-), with six Columbia records (6/6
    each, not stocked at the P.N.E.U. Office).

Latin (see N.B. 4).

A   *A Latin Book for Beginners : A Preparation for the
    Reading of Latin Literature,** by M. C. Gardner, M.A.
    (Oxford Press, 3/-), Part I., §§ 22-42 *or*, continue.

Arithmetic (see N.B. 3).

Much care with tables and rapid oral work.

A & B Dr. Ballard's *Fundamental Arithmetic*, Pupils' Book
    II.* (University of London Press, 10d.), pp. 17-32.

    [1] Overseas members see special leaflet.
    [2] Schools may substitute the national language.

[N.B.—It is essential also to follow directions carefully
in *Teacher's Book II.* (2/-).] For rapid mental work
use also *Arithmetical Dictation*, by Alfred Wisdom,
B.A., B.Sc., Book II. (U.L.P., 1/-), Exs. 76-91.

Important : to be read in leisure time: *Number Stories
of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher
will find useful *Teaching the Essentials of Arithmetic*,
by P. B. Ballard, M.A., D.Litt. (University of London
Press, 6/-).

Geometry (2nd year in II.A). (See N.B. 4.)

A   (a) *A Shorter School Geometry,** by H. S. Hall and F. H.
    Stevens (Macmillan, 2/6), Part I., pp. 14-29.
    The School Set of Mathematical Instruments (P.N.E.U.
    Office, 1/- or 2/-).

or Algebra (2nd year in II.A). (See N.B. 4).

A   *Exercises in Algebra for Beginners,** by W. S. Beard (Bell,
    10d.), pp. 1-6.

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations
    should afford exercise in careful reading. Some new
    words to be visualised every day.
    Shakespeare's *Julius Caesar** (Blackie ; Plaintext Edition,
    6d.). *Thorstein of the Mere*, by W. G. Collingwood
    (Heinemann, 6/-).

A   Bulfinch's *Age of Fable* (Dent, 2/-), pp. 248-277.
    Hereward the Wake, by C. Kingsley (Dent, 2/-).

B   *The Heroes of Asgard,** by A. & E. Keary (Macmillan,
    3/6), pp. 41-108. *Alfgar the Dane*, by A. D. Crake
    (Longmans, 3/6).

Drawing.

Teacher should consult : *Drawing, Design and Craft-
work*, by F. J. Glass (Batsford, 12/-). Wild flowers
in brush-drawing. Studies of children playing out of
doors. Original brushdrawings from scenes in books set
for reading. Illustrate a ballad (see Recitations).
Memory drawings. Paint-box* with specially chosen
brushes, palette and colours (P.N.E.U. Office, 2/6):
work should be done with brush and in colour; *pencil
should not be much used*. Join the P.U.S. Portfolio
(Miss Allen, c/o P.N.E.U. Office).

Recitations.

A & B (a) Two suitable passages of about twelve verses each
    from *Joshua*, *e.g.*, chapter 1, and from *St. Luke*, *e.g.*,
    chapter 24, (b) Psalm 95, (c) a hymn, and (d) one of the
    following :— a scene from Shakespeare's *Julius Caesar* ;
    a ballad from *Historical Lyrics and Ballads*, Book I.*
    (Blackie, 1/-); thirty lines from *Lyra Heroica** (Mac-
    millan, 3/6).

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FORM II. (A and B)

Pupils' Names...

....

Bible Lessons.

I. A & B 1. (*a*), "Be strong and of a good courage." (*b*),
"Ye shall stand still in Jordan." (*c*), "Shout, for
the Lord hath given you the city." Tell the story
about *one* of the events referred to.

2. (*a*), Describe the meeting of Caleb and Joshua when the
land was divided, *or*, (*b*), tell what you know about
the Cities of Refuge.

A   3. Tell the story of Achan's sin. What lesson may we
learn ?

II. A & B 1. Tell the whole story in connection with *one* of
the following quotations,—(*a*), "Go, show your-
selves to the priests." (*b*), "Zacchæus, make haste
and come down." (*c*), "Ye shall find a colt tied,
whereon yet never man sat."

2. Tell *one* of the following parables,—(*a*), The Talents.
(*b*), The Wicked Husbandmen. (*c*), The Pharisee
and the Publican. What lessons may we learn
from it ?

A   3. "Did not our hearts burn within us while He talked
with us by the way ? " On what occasion were
these words used ? Give the whole story.

(*N.B.—Passages learned under Recitations should not be given.*)

Writing. (*Writing also should be considered in each answer.*)

Write (A), four, (B), two, lines of poetry from memory.

Dictation (unprepared). (Spelling also should be considered in each answer.)

Round the Empire.—
A p. 233, " The emblem . . . empire."
B p. 175, " But here . . . country."

Composition.

A & B 1. Write in verse, or prose, upon one of the following,—
(*a*), Thorstein, (*b*), Nausicaa, (*c*), Odin, (*d*), Miss Amy Johnson's flight.
2. Give (*a*), a scene from *Julius Caesar* in which Brutus appears, *or*, (*b*), your favourite scene from *Hereward the Wake*.

English Grammar.

A 1. Analyse, parsing the words in italics,—

" The dogs did bark, the children *screamed*,
    Up flew the windows *all* ;
And *every* soul *cried* out, ' Well done ! '
    As *loud* as he could bawl."

2. Give examples of complex sentences containing (*a*), a noun clause as the subject, (*b*), a noun clause as the object. Rewrite them, turning the noun clauses into phrases.
3. Give examples in sentences of the following,—(*a*), a noun in apposition, (*b*), a relative pronoun, (*c*), a verb in the Passive Voice, (*d*), a connective adverb, (*e*), a past participle. Underline and name your examples.

or, (Household), 2. Write (*a*), two sentences each without an object, (*b*), two with an object, (*c*), two with a complement.
3. Give examples in sentences of (*a*), the verb infinite, (*b*), a verbal noun, (*c*), a verbal adjective, (*d*), a noun in apposition, (*e*), an indirect object. Underline and name your examples.

B 1. Pick out subjects and predicates in the first two lines of (A 1) above, and parse each word in the second line.
2. Find all the pronouns you can on page 173 of *Stories from the History of Rome*, " The king heard . . . as the Tarentines." Say what kind of pronoun, and its person, number and case. (Do not write the same pronoun down more than once.)
3. Give examples in sentences of the following,—(*a*), a relative pronoun, (*b*), an antecedent, (*c*), a pronoun-adjective, (*d*), a conjunction. Underline and name your examples.

English History.

A 1. What do you know about the Feudal System ?
2. Give an account of one of the following, (*a*), Edward the Confessor and the Great Monument by which he is remembered, *or*, (*b*), Becket.
3. Who were two of the following ? Write what you can about one of them,— (*a*), Venerable Bede, (*b*), Anselm, (*c*), St. Alphege, (*d*), Matilda, daughter of Henry I.
B 1. Write a short account of William the Conqueror.
2. What do you know about the people in the villages in Norman times ?

General History.

A 1. Write a short account of one of the following,—(*a*), the siege of Antioch, (*b*), the capture of Jerusalem, (*c*), the first Communes.
2. What do you know about (*a*), the beautiful Cro-Magnon Race, *or*, (*b*), the Aurignacians ?
B 1. Tell what you know about the First Crusade.

Citizenship.

A 1. Tell one story to show how Cæsar inspired his soldiers with valour.
2. Describe the crossing of the Rhine by Cæsar.
3. What is the work of (*a*), a judge, (*b*), a lawyer, (*c*), a jury, (*d*), a policeman ?
B 1. Tell one story about (*a*), Publius Decius Mus who loved his country better than himself, *or*, (*b*), the two Fabii.

Geography

A 1. Draw a sketch map of Warwickshire, putting in the boundaries, principal towns and physical features. What do you know about (*a*), Coventry, *or*, (*b*), the " toy shop of the world " ?

or, (Overseas.) 1. Draw a sketch map of China, putting in (*a*), four towns, and (*b*), three rivers that you have read about. Say what you know about (*a*), farming in China, *or*, (*b*), Chinese school life.
2. What islands belonging to the British Empire could a ship visit on its journey across the Pacific from Vancouver to New Zealand ? Say all you can about one of them.
3. Describe (*a*), the adventures of " The Marigold " round the coasts of Cape Breton ; *or*, (*b*), a naval battle in the days of Admiral Byng.

B 1. See A 1.
2. New Zealand has been called " The Britain of the South." Tell in what ways the two countries are alike.

Natural History.

A 1. Give the life history of a butterfly. Drawings.
    2. Make a diagram that shows the sun and planets. Name the planets.

or, (2nd year in II. A. only),
    2. Describe an experiment which shows (a), how carbon dioxide is prepared, *or*, (b), the likeness between respiration and the burning of a candle.
    3. Describe (a), what you have seen and heard in following the course of a stream, *or*, (b), some other special study made this term.

B 1. Say what you know about two of the following,—(a), a cockchafer, (b), a weevil, (c), the true water beetle, (d), a gnat.

or, 1. What do you know about a coral reef?
    2. Name four planets and say what you know about one of them.
    3. (See A 3.)

Picture Study

A & B Describe, *from memory*, "Christ on the Mount of Olives," by Mantegna.

N.B.—Another of the set pictures by Mantegna may be described if this was not studied.

French (B may dictate.)

A & B (Ceppi.) 1. Describe, in French, the picture on page 12.
    2. Make six sentences, using the following adjectives, with suitable nouns and verbs,— *triste, courtes, gaie, gauche, verts.*

or, (Le Français par les Images). 1. Make and answer one question in French about each of the pictures on page 15, Section A.
    2. Make sentences, adding verbs and nouns to (a), La petite fille, (b), Les chats, (c), Charles et Nanette, (d), Le loup, (e), Louise.

Latin.

A 1. Write the Latin words and symbols for the following,— 4, 8, 10, 13, 19.
    2. Translate (1) We used to hear the laughter of the red monkey. (2) Goats can climb high rocks. (3) You will say that the figs are ripe.
    3. (a), *A Latin Book for Beginners.* Translate Part I., § 33 (b), (Term II., § 12 (b), in earlier edition), lines 5-10 (In magno navigio . . . revertunt). (b) Read again the Latin of (a), then write a narration in Latin.

Arithmetic.

A 1. Reduce £5 : 16 : 9 to threepences, and check your answer by turning these back into £ s. d.
    2. From £3 take £1 : 18 : 7½.
    3. How many times can 3 yds. 2 ft. 5 in. be cut off from 8 yards of material, and how much will be left?

B 1. Reduce £2 : 4 : 7½ to halfpennies, and check your answer by turning the latter back into £ s. d.
    2. From 2000 take 784.
    3. Multiply £7 : 10 : 5½ by 6.

Geometry.

A 1. Say what the following are, and make a figure to illustrate each :—an isosceles triangle, a polygon, a quadrilateral, adjacent angles, vertically opposite angles.
    2. A man walks 2 miles due East, then turns 20° towards the North and walks 3 miles. Draw a diagram, taking an inch as a mile. Then measure how many miles (roughly) he is now from his starting-point, and at what angle this line is from the original direction.

or Algebra.

A 1. If $x=3$ and $y=2$ find the values of the following :—

(1) $x+y$ (2) xy (3) $4x-2y$ (4) $3xy$ (5) $\dfrac{2x}{y}$ (6) $\dfrac{xy}{x}$

(7) $\dfrac{x+5}{y}$ (8) $\dfrac{xy-2}{2}$

    2. A boy is x years old and his father is three times as old. How old is the father? How old will each be in 5 years?

Drawing (with brush and in colour).

    1. An original illustration, with a title, for a scene from (a), *Thorstein of the Mere*, *or*, (b), *Julius Caesar.*
    2. (a), A flower (wild if possible) from nature, *or*, (b), animals at play.

Music Appreciation.

What music by Mendelssohn have you heard this term? Describe one of the compositions.

Recitations.

Father to choose a hymn, a poem, a ballad, or lines from *Julius Caesar*, and two passages from the Bible Lessons.

Reading.

Father to choose unseen passage.

Music.

Examine in work done and report progress.

Singing

Father to choose an English and a French, song, and
two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed
to appear on *Parents' Report*.

The Summer Examination is optional.—Parents and
teachers examine all the work, written and otherwise, and send
in their reports only. No work to be sent up. Summer
Reports *(only)* to be posted to the Director, Parents' Union
School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers
on all subjects. Names, *in full*, ages and classes to appear on
the Reports. Schools and Classes should state the number of
children working in each Form.

For scale of marks *(as remarks)* to be followed in all
subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers'
Report Form *(a)*, how the pupil has worked during the term; *(b)*, if
there has been any handicap on account of illness during the term; *(c)*,
the reason for the omission of subjects in the examination.